

Teacher Effectiveness and Support for Growth







Using meaningful evaluation to increase effectiveness of teachers and leaders

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Overview for Today

Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs




1. Rationale <i>Why we are doing this?</i>	4. Status <i>Determining educator effectiveness status</i>
2. MET Research <i>Key ideas from recent research</i>	5. Support <i>Professional development for improving practice</i>
3. Standard 6 & 8 <i>How we'll include student growth in educator evaluations</i>	6. MSLs <i>Measuring growth in currently non-tested subjects</i>


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Overview


Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs



The central focus of **READY** is improving student learning ... by enabling and ensuring great teaching.



OUR STUDENTS




OUR TEACHERS

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What is our goal?

Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs



Student Readiness
 Achievement and growth for all students

Great Teachers and Leaders
 An effective teacher in every classroom and leader in every school


Before Teaching and Leading
 Develop effective teachers and leaders in preparation programs

During Teaching and Leading
 Use meaningful evaluation and professional development to increase effectiveness of teachers and leaders

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What is our goal?

Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs

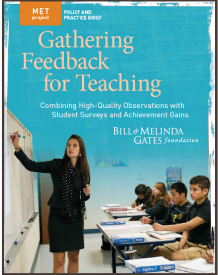


Big Question:
 What is the best approach to Educator Evaluation and how do we get NC there?

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Measures of Effective Teaching

Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs

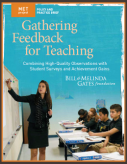


Gathering Feedback for Teaching
Combining High-Quality Observations with Student Surveys and Achievement Gains
BILL & MELINDA GATES FOUNDATION

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Measures of Effective Teaching

Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs



This research suggests:

- **Multiple measures** are important.
- Including **student growth** improves objectivity of evaluation.

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Re-creation of chart from *Gathering Feedback For Teaching*. http://www.metproject.org/downloads/MET_Gathering_Feedback_Practitioner_Brief.pdf

Observation + Other Measures


Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs

		Months of Learning Gained or Lost	
		State Math	State ELA
Observation Tool	Top 25%	+1.2	+2
	Bottom 25%	-1.4	-.4
Observation Tool + Student Survey	Top 25%	+2.8	+7
	Bottom 25%	-2	-.9
Observation Tool + Student Survey + Growth (Value-Add)	Top 25%	+4.5	+1.2
	Bottom 25%	-3.1	-1.3


What We Have



Evaluation Tools



Standards 1-7



Standards 1-5

Some Assessments to Measure Growth

End of Grade
End of Course
VoCATs

Standard 8

End of Grade
End of Course
VoCATs


Standard 6

From the MET ...

- ☒ Observation Tools
- ☒ Assessments to Measure Growth
- ☐ Student Survey

*Exploring
Pilot in 29 LEAs in
2011-12*

What We Need




- **Standard 6 and 8**
We need a state-adopted growth model and a fair 6 & 8 rating strategy
- **Status**
We need an overall method to determine educator effectiveness status
- **Measures of Student Learning (MSLs)**
For those grades and subjects that are currently non-tested, we need ways to measure growth

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Standards 6 & 8 – The Basics

Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs



Teachers

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
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Principals (and other Administrators)

1 Strategic Leadership	2 Instructional Leadership	3 Cultural Leadership	4 Human Resource Leadership	5 Managerial Leadership	6 External Development Leadership	7 Micro-political Leadership	8 Academic Achievement Leadership
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Growth Model
 Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs

Teachers
 Contribute to Academic Success

Principals
 Academic Achievement Leadership

Standard 6 and 8 are measures of

Growth

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Growth Model
 Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs

Teachers
 Contribute to Academic Success

Principals
 Academic Achievement Leadership

We will use

Educator Value-Added Assessment System EVAAS

for standards 6 & 8 when possible

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Growth Model
 Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs

Teachers
 Contribute to Academic Success

Principals
 Academic Achievement Leadership

How do Value-Added models work?

- They measure growth by predicting how well a student will do on an assessment.

How do they predict how well the student will do?

- They look at previous test scores and estimate how well the student should do at the end of the year.
Every student must grow based on where they start.

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Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



Teachers

Contribute to Academic Success

Principals


Academic Achievement Leadership

How will the ratings on Standards 6 & 8 work?

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Teacher Ratings Categories

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



Teachers

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
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5 Rating Categories

- Not Demonstrated
- Developing
- Proficient
- Accomplished
- Distinguished


3 Rating Categories

- Does not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

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Principal Rating Categories

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



Principals

1 Strategic Leadership	2 Instructional Leadership	3 Cultural Leadership	4 Human Resource Leadership	5 Managerial Leadership	6 External Development Leadership	7 Micro-political Leadership	8 Academic Achievement Leadership
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Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



Teachers

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
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5 Rating Categories **3 Ratings Categories**

Why the difference?

Identifying only three rating categories on **standard 6 & 8** improves certainty of categorization.

Teacher Ratings in 2011-12

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



Teacher EVAAS Growth	School-wide EVAAS Growth	Yearly Rating • Does not Meet Expected Growth • Meets Expected Growth • Exceeds Expected Growth 6
70%	30%	


Weighted Average

Why is school-wide EVAAS growth included?

- To encourage collaboration and collective ownership of overall outcomes

Teacher Ratings in 2012-13

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



We are piloting some additional elements for possible inclusion in Standard 6 in 2012-13


Teacher EVAAS Growth	School-wide EVAAS Growth	<i>Possible additional elements</i>		Yearly Rating • Does not Meet Expected Growth • Meets Expected Growth • Exceeds Expected Growth 6
		Team EVAAS Growth (?)	Student Surveys (?)	

Weighted Average

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Principal Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



- Standards 8 rating will be determined using school-wide EVAAS growth

**School-wide
EVAAS
Growth**

=

Yearly Rating


- Does not Meet Expectations
- Meets Expected Growth
- Exceeds Expected Growth

8

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Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



Teachers

Demonstrate Leadership	Establish Environment	Align Content	Facilitate Learning	Reflect on Practice	Contribute to Academic Success
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Principals

Strategic Leadership	Instructional Leadership	Cultural Leadership	Human Resources Leadership	Managing Leadership	External Development Leadership	Board/Political Leadership	Academic Achievement Leadership
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Key Note on Ratings

- Every educator is evaluated every year
- Each standard and rating stands on its own (1 out of 6, not 1/6)**
- Ratings are used to create professional development plans each year
- Ratings are used to determine **status**

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Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLs




What is the difference between Ratings and Status?

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Status


Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs



Ratings	Status
<ul style="list-style-type: none"> Teachers 6 separate ratings to help teachers grow each year Principals 8 separate ratings to help principals grow each year 	<ul style="list-style-type: none"> A single overall status that is determined once a principal or teacher has three years of growth data to populate 6 or 8 Categories for Status <ol style="list-style-type: none"> In Need of Improvement Effective Highly Effective

Status and Standard 6 & 8

Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs




- An educator receives an effectiveness **status** only once she has **3 years of data** on Standard 6 or 8
- A **3-year rolling average** of growth data from standard 6 or 8 is used as part of determining overall **status**

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3-Year Rolling Average Teacher

Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs



Rating from 2 years ago	Rating from 1 year ago	Rating from this year
Standard 6	Standard 6	Standard 6
1.0 Met Expected Growth	.8 Did not meet Expected Growth	1.2 Met Expected Growth

$$\frac{1.0 + .8 + 1.2}{3} = 1.0$$

Met Expected Growth
3- year average rating on standard 6 for determining **status**

Note: A similar methodology applies to principals as well.

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Status
 Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLs

So once a educator has a three-year average rating for Standard 6 or 8, how is status determined?

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Status
 Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLs

• The Three **Status** Categories are

1. In Need of Improvement
2. Effective
3. Highly Effective

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Teacher Status
 Rationale - MET Research - Standards 6 & 8 - **Status** - Support - MSLs






	In Need of Improvement	Effective	Highly Effective
Standards 1-5 In the year <small>Demonstrate Leadership Establish Environment Share Content Facilitate Learning Reflect on Practice</small>	Any rating lower than proficient	Proficient or Higher on Standards 1-5	Accomplished or Higher on Standards 1-5
	And/Or	And	And
Standard 6 Three-year rolling average <small>(2 years ago + 1 year ago + This year) / 3</small>	Does Not Meet Expected Growth	Meets or Exceeds Expected Growth	Exceeds Expected Growth

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Principal Status


Rationale - MET Research - Standards 6 & 8 - Status - Support - MSLs



	In Need of Improvement	Effective	Highly Effective
Standards 1-7 In the year     	Any rating lower than proficient	Proficient or Higher on Standards 1-7	Accomplished or Higher on Standards 1-7
	And/Or	And	And
Standard 8 Three-year rolling average $\left(\begin{matrix} 2 \text{ years ago} \\ \text{+} \end{matrix} \begin{matrix} 1 \text{ year ago} \\ \text{+} \end{matrix} \begin{matrix} This year \end{matrix} \right) / 3$	Does Not Meet Expected Growth	Meets or Exceeds Expected Growth	Exceeds Expected Growth

What will teachers see?

Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs



- **Ratings on Standards 1 – 5** of the Educator Evaluation System (as recorded in online tool)
- **Standard 6 rating** (current year and 2 prior years)
- **Three-year rolling average** of student growth values and accompanying Standard 6 rating (for **Status** determination)
- **Overall Effectiveness Status**

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North Carolina Educator Evaluation System Evaluation Summary Sheet

Name: Martha Washington **School:** Independence Elementary School
LEA: Freedom County Schools **Licensure:** Career Status

Overall Status: In Need of Improvement

Standard One: Teachers demonstrate leadership.				
Not Documented	Developing	Proficient	Accomplished	Distinguished
Standard Two: Teachers establish a respectful environment.				
Not Documented	Developing	Proficient	Accomplished	Distinguished
Standard Three: Teachers know the content they teach.				
Not Documented	Developing	Proficient	Accomplished	Distinguished
Standard Four: Teachers facilitate learning for their students.				
Not Documented	Developing	Proficient	Accomplished	Distinguished
Standard Five: Teachers reflect on their practice.				
Not Documented	Developing	Proficient	Accomplished	Distinguished
Standard Six: Teachers contribute to the academic success of students. *Only three-year rolling average is used to determine overall status*				
Year One (2010 - 2011)		Year Two (2011 - 2012)		Three-Year Rolling Average*
Individual Student Growth: 4.8	Individual Student Growth: 1.2	Individual Student Growth: 2.9	.21	
Schoolwide Student Growth: 2	Schoolwide Student Growth: 3	Schoolwide Student Growth: 3		
Year One Growth: 4.25	Year Two Growth: 1.1	Year Three Growth: 26		
Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth
Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth
Overall Status: Needs improvement		Effective		Highly Effective

Support for Teachers
 Rationale - MET Research - Standard 6 & 8 - Status - **Support** - MSLs



How will we support Teachers in using the evaluation system?

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Support for Teachers
 Rationale - MET Research - Standard 6 & 8 - Status - **Support** - MSLs



- Increased professional development (PD) and support in content and pedagogy
 - Common Core & Essential Standards
 - Data Literacy
 - Pedagogy for engaging students
- State PD Leads working with Local PD Leads to create strong, lasting communities of practice
- Online PD resources

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Support
 Rationale - MET Research - Standard 6 & 8 - Status - **Support** - MSLs



How will we support Principals in using the evaluation system?

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Support for Principals

Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs



- Increased training and support in use of the instrument (Standards 1-5)
 - increased consistency/reliability
 - better information for teachers
- Increased professional development regarding instructional leadership and other management practices

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Measures of Student Learning

Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs



But we can't measure growth for everybody. What about the non-tested subjects?

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Measures of Student Learning

Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs



Measures of Student Learning are being designed for non-tested subjects for district use to populated Standard 6

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Guiding Principles

Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs



- NC's experienced teachers know their students and their content
- NC teachers are best-qualified to provide input on meaningful assessment of currently non-tested grades and subjects
- Valid measures of what students know and are able to do will likely exceed traditional multiple-choice assessment

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What MSLs Are

Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs



- Measures of what students know and are able to do after completing a course or grade
- Tightly linked to the instruction that a teacher delivers
- One part of how North Carolina will evaluate the effectiveness of its teachers
- Similar to the common summative assessments that many districts already have in place

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What MSLs Are Not

Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs



- Multiple-choice standardized exams for all areas of the Standard Course of Study
- Assessments that need to be delivered with the same level of security as EOCs and EOGs
- Designed without teacher input
- The only source of data used to make decisions about a teacher's effectiveness
- Part of the school accountability model

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